**REPORT**

**NACCE Member Survey**

**July 2008**

In order to assess the opinions of NACCE members on NACCE activities and member services, members were notified by email to access and complete a 36-item, online survey. The purpose of this report is to present and discuss the results of the survey administered in early July, 2008. As of July 23, 112 members completed the survey, representing 15% of total membership [at that time].

Responses are provided in the aggregate for each question, in chart or tabular form, along with a brief discussion. The first group of questions pertained to characteristics of the respondents or their institutions.
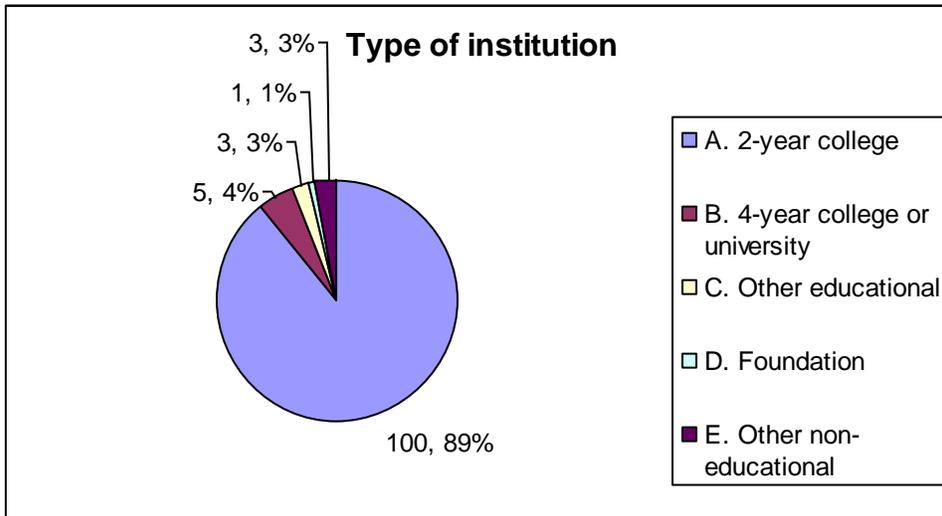
**Question 1**
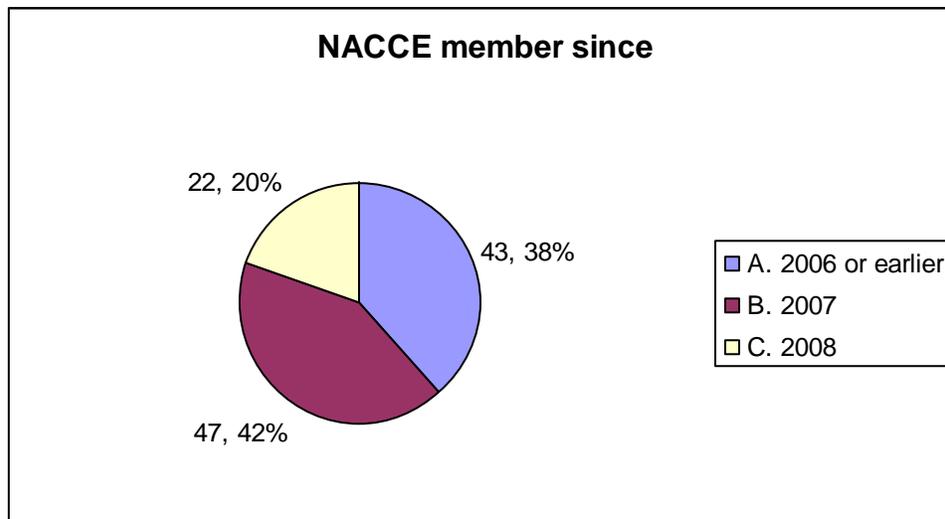


Eighty percent of the respondents were members of NACCE since 2007 or earlier, with 38% of the total respondents belonging to NACCE since 2006 or earlier. Given that we are half way through 2008, 20% of the respondents have had little time to access or utilize NACCE services, as reflected in the responses that follow.

**Question 2: What kind of NACCE membership do you have?**

**Type of membership**

3, 3%

26, 23%

83, 74%

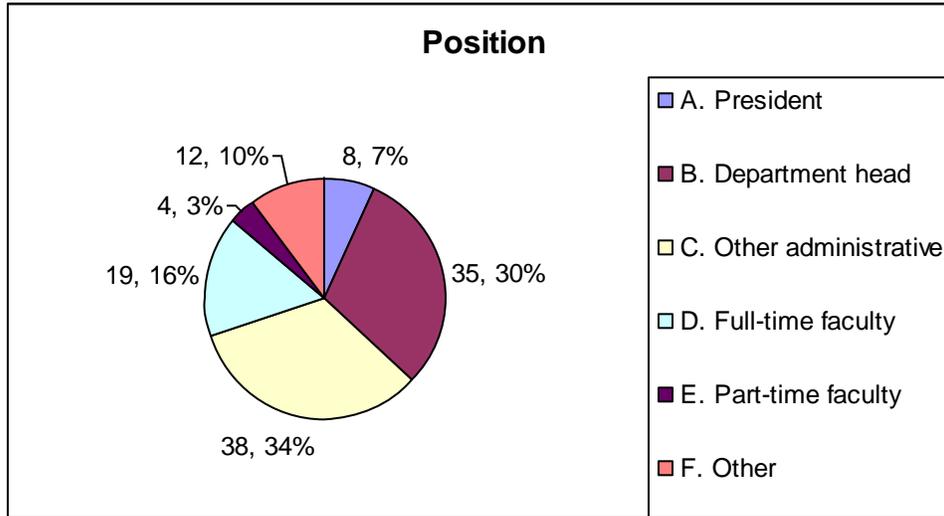- A. Organizational
- B. Individual
- C. Unsure
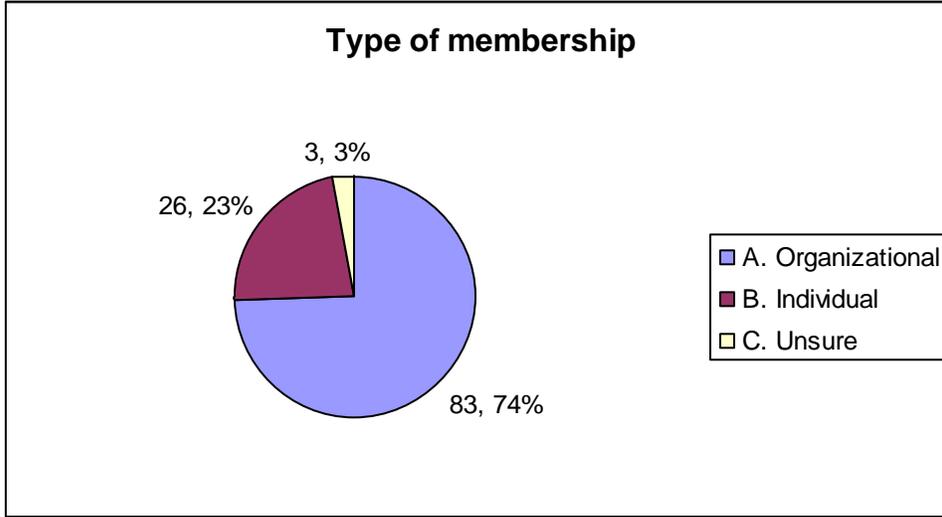
Almost three-quarters of the respondents reported having an organizational membership, and almost one-quarter were individual members, with the rest unsure. This finding is consistent with the pattern of NACCE memberships.

**Question 3: Type of institution?**

**Type of institution**

3, 3%

1, 1%

3, 3%

5, 4%

100, 89%

- A. 2-year college
- B. 4-year college or university
- C. Other educational
- D. Foundation
- E. Other non-educational

The preponderance of respondents worked at 2-year colleges, consistent with NACCE's core membership.

**Question 4: What is your position at your institution?**

**Position**



Legend:
- A. President
- B. Department head
- C. Other administrative
- D. Full-time faculty
- E. Part-time faculty
- F. Other

Pie chart values: 8, 7%; 35, 30%; 38, 34%; 19, 16%; 4, 3%; 12, 10%

The respondents included a diverse cross-section of college presidents, department heads, other administrators, and full- and part-time faculty. The high proportion of responses from administrators, as compared to faculty, may be a reflection of the time of year the survey was administered.

**Question 5: In what state is your institution located?**

| State | N | State | N |
|---|---|---|---|
| Massachusetts | 8 | South Carolina | 3 |
| Minnesota | 7 | Kansas | 2 |
| Arkansas | 6 | Louisiana | 2 |
| Florida | 6 | Maryland | 2 |
| Nebraska | 6 | Missouri | 2 |
| Pennsylvania | 6 | Oklahoma | 2 |
| Texas | 6 | Tennessee | 2 |
| Illinois | 5 | Wisconsin | 2 |
| New York | 5 | Kentucky | 1 |
| Iowa | 4 | Maine | 1 |
| North Carolina | 4 | Fort Yates ND on the Standing Rock Sioux Reservation | 1 |
| Virginia | 4 | North Dakota | 1 |
| Arizona | 3 | Oregon | 1 |
| California | 3 | UK | 1 |
| Georgia | 3 | Washington | 1 |
| Michigan | 3 | West Virginia | 1 |
| Mississippi | 3 | Wyoming | 1 |
| Ohio | 3 | | |

The respondents represented 34 states and the United Kingdom. The states with the most respondents were Massachusetts (8) and Minnesota (7). Texas, Pennsylvania, Nebraska, Florida, and Arkansas had 6 respondents each. New York and Illinois had 5 each. This distribution is consistent with NACCE membership and penetration into all markets.

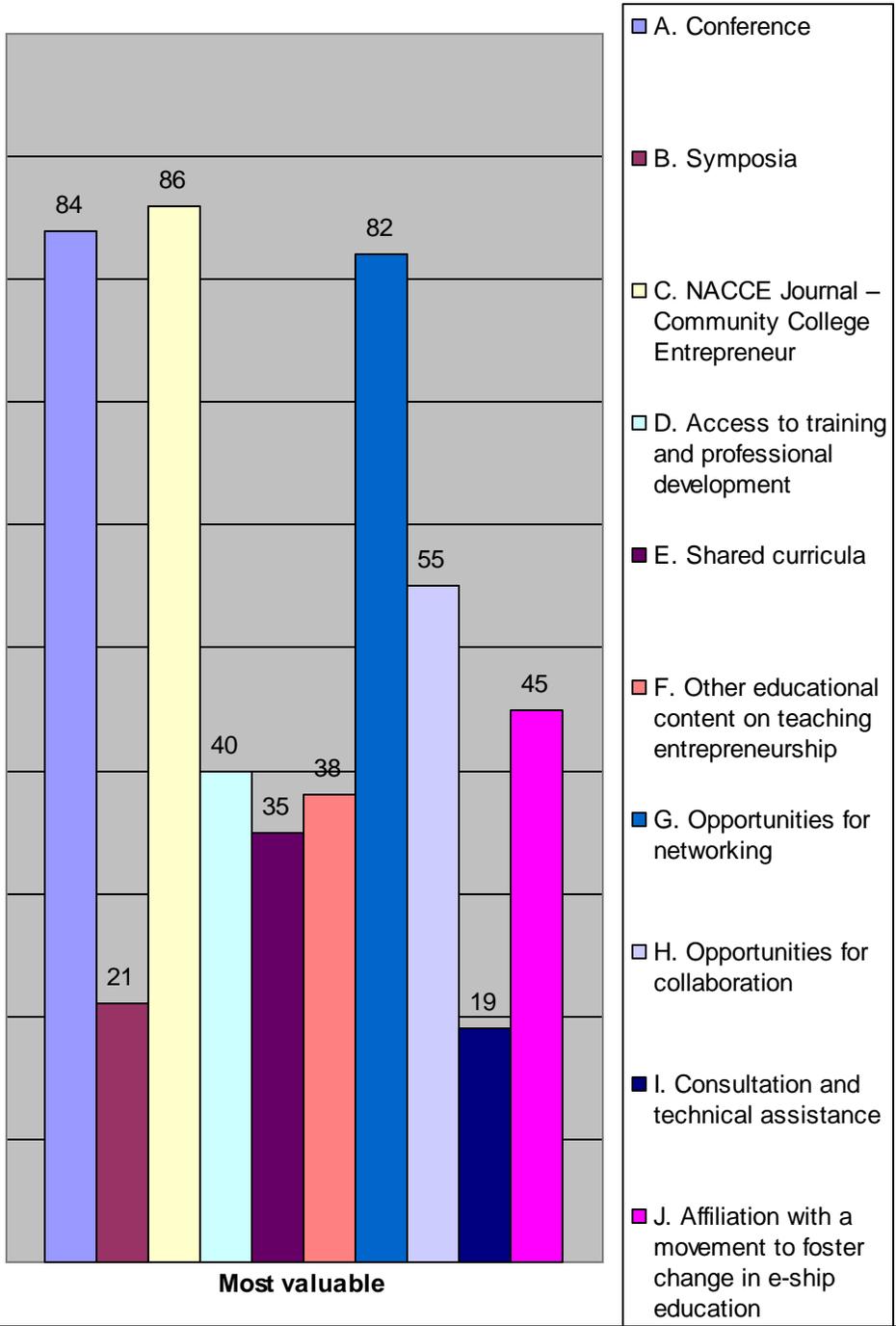**Question 6: Which NACCE conferences have you attended?**
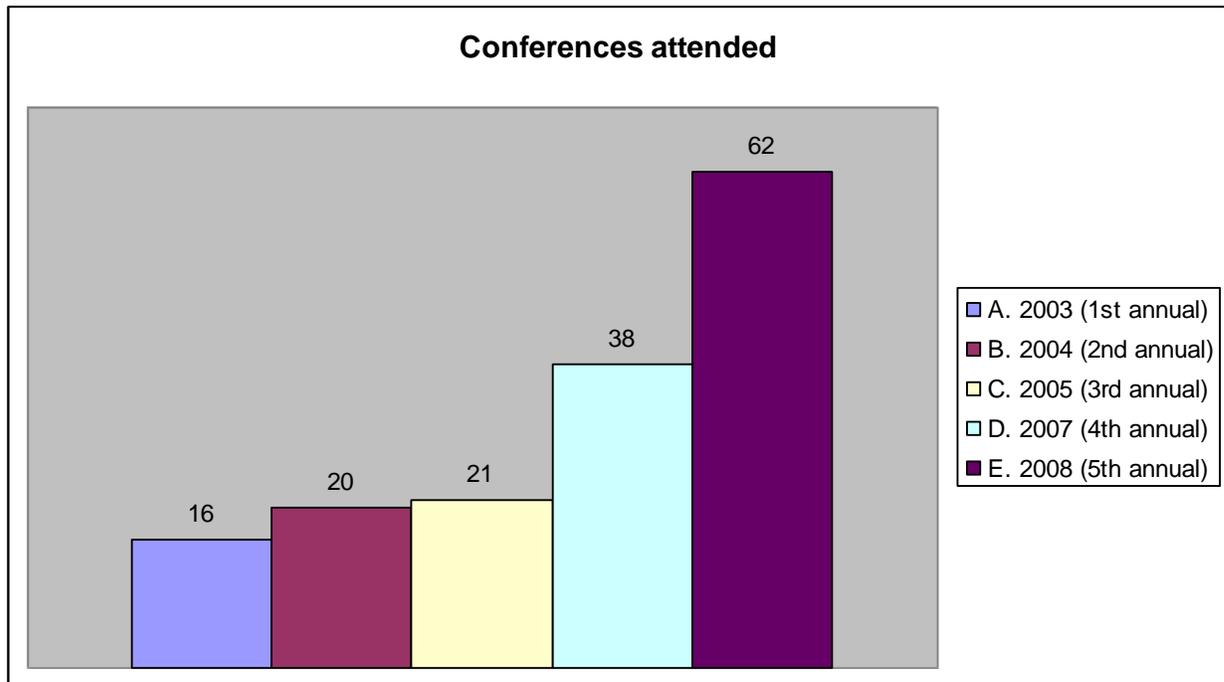


While small numbers of respondents attended earlier conferences, the majority of respondents attended the 2008 conference. This finding is consistent with conference attendance. The first NACCE conference had the lowest attendance, with many of those attendees now retired. With each conference the attendance rose, with the 2008 conference being the most highly attended.

**The next set of questions pertains to perceived value of NACCE member benefits.**

**Question 7: which NACCE member benefits are/have been the most valuable to you or to your organization?**

The responses to this question, which appear on the following page, reveal that the NACCE Journal, Annual Conference, and opportunities for networking were perceived as the three most valuable NACCE member benefits to the respondents' organizations.

**NACCE Benefits 1**

Legend:
- A. Conference
- B. Symposia
- C. NACCE Journal – Community College Entrepreneur
- D. Access to training and professional development
- E. Shared curricula
- F. Other educational content on teaching entrepreneurship
- G. Opportunities for networking
- H. Opportunities for collaboration
- I. Consultation and technical assistance
- J. Affiliation with a movement to foster change in e-ship education

Values (left to right): 84, 21, 86, 40, 35, 38, 82, 55, 19, 45
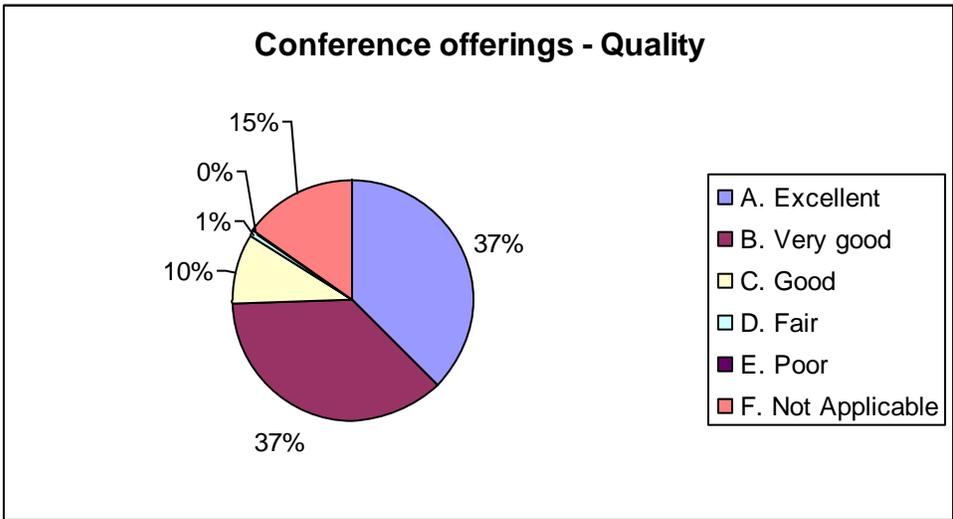
**Most valuable**

**Question 8: which NACCE member benefits are/have been the least valuable to you or to your organization?**

Consultation and Technical Assistance were perceived as the least valuable benefits to members, perhaps due to the limited nature of these services provided to date. Symposia were also rated as least valuable, perhaps due to the limited offerings (this event is limited to 50 participants) and locations to date.
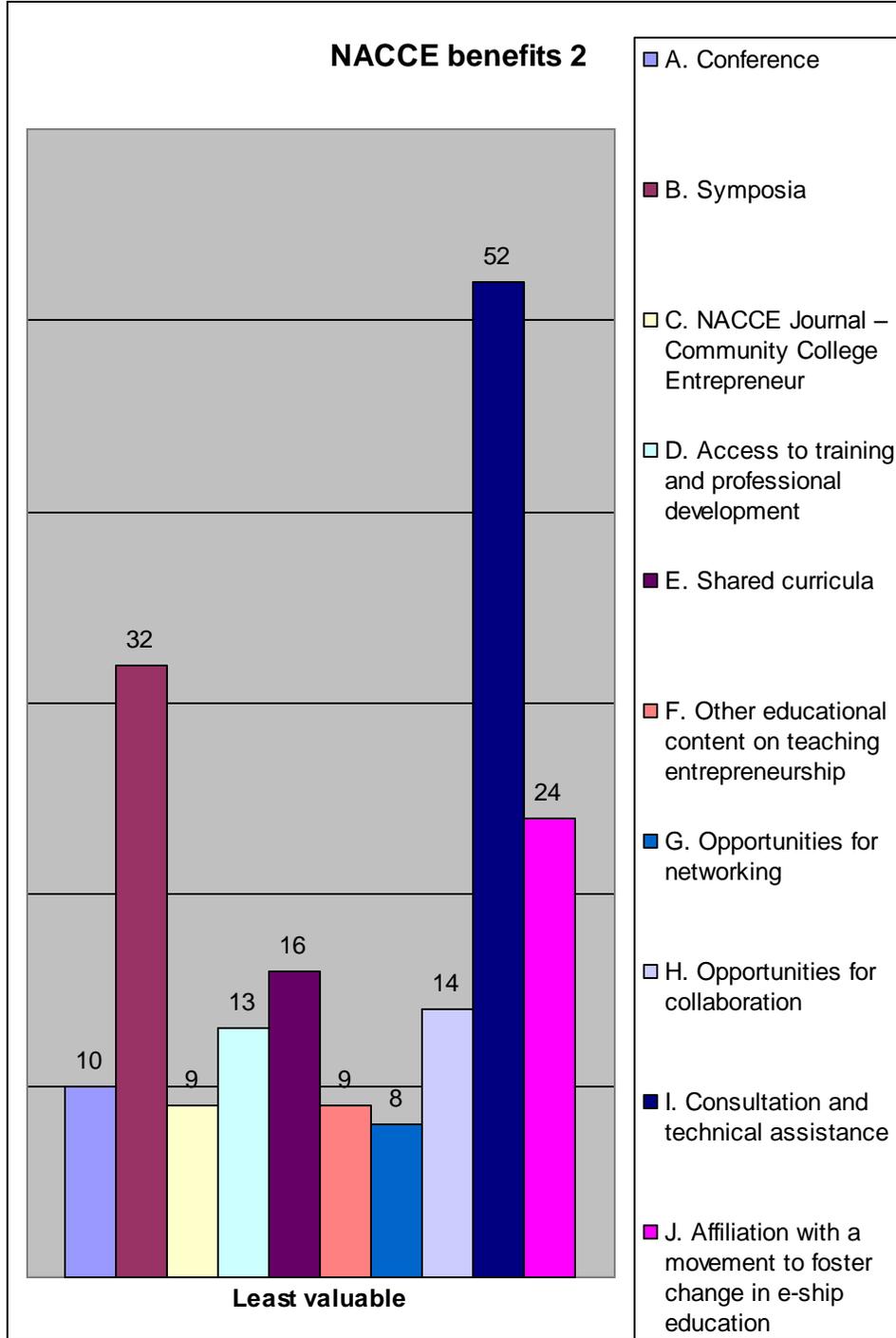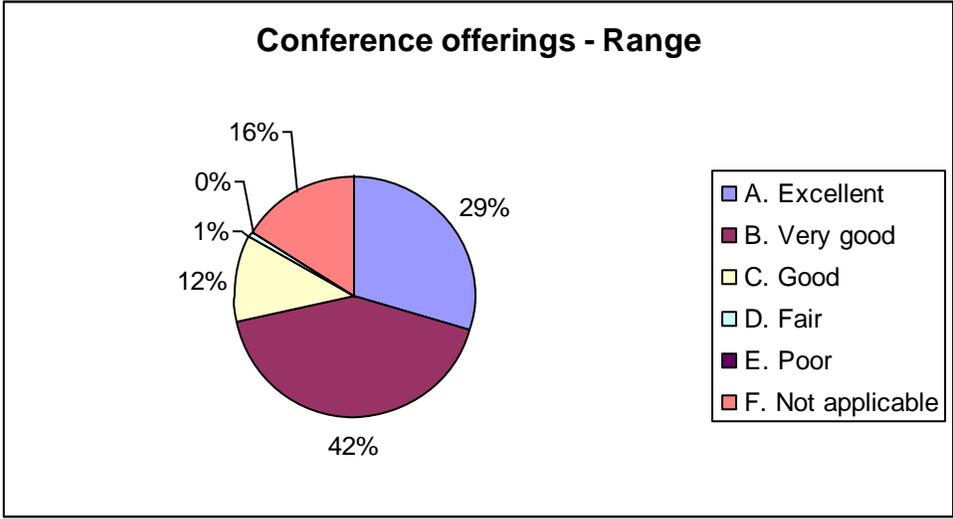


**The next set of questions pertains to the quality and range of NACCE conference offerings.**

**Question 9: The quality of NACCE conference offerings is:**

**Conference offerings - Quality**

A. Excellent — 37%
B. Very good — 37%
C. Good — 10%
D. Fair — 1%
E. Poor — 0%
F. Not Applicable — 15%

Almost three-quarters of respondents rated the quality of conference offerings as very good or excellent, and another 10% as good, demonstrating a high level of satisfaction with the quality of conference offerings to date. Only 1% of respondents rated the quality as fair, and none as poor.

**10. The range of NACCE conference offerings is:**

**Conference offerings - Range**

A. Excellent — 29%
B. Very good — 42%
C. Good — 12%
D. Fair — 1%
E. Poor — 0%
F. Not applicable — 16%

Seventy-one percent of respondents rated the range of conference offerings as very good or excellent, and another 12% as good, demonstrating a high level of satisfaction with the range of conference offerings to date. Only 1% of respondents rated the range as fair, and none as poor.

**The next set of questions pertains to perceptions about NACCE efforts in multiple areas, along with some information reported back about related member activities.**

**11. NACCE's efforts in supporting research on entrepreneurship and entrepreneurship education are:**

**Supporting research**
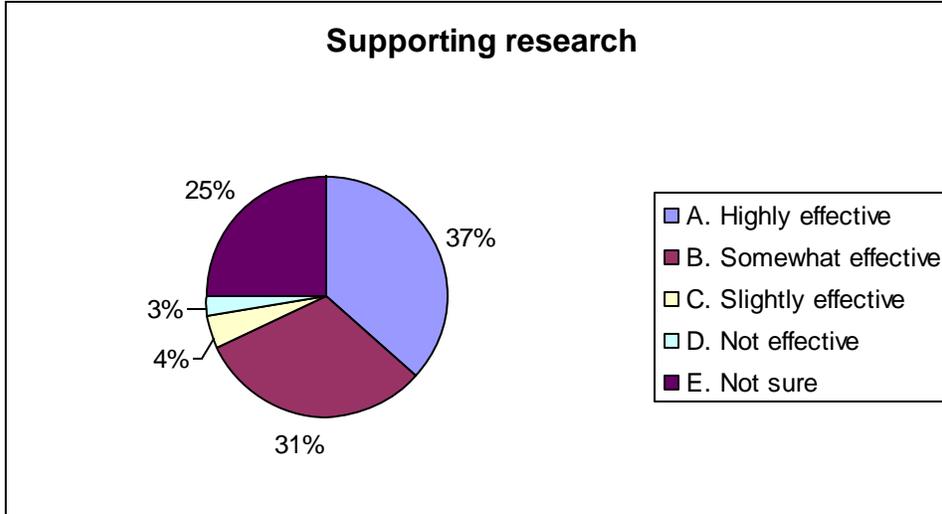


More than two-thirds of respondents rated NACCE's efforts in supporting research as *highly* or *somewhat effective*, but a quarter did not know enough about NACCE's efforts to answer. The results indicate the need for NACCE to provide more information to members about its efforts in promoting research on entrepreneurship and entrepreneurship education.

**12. What research activities have you engaged in as a result of your involvement with NACCE?**

**Research activities**
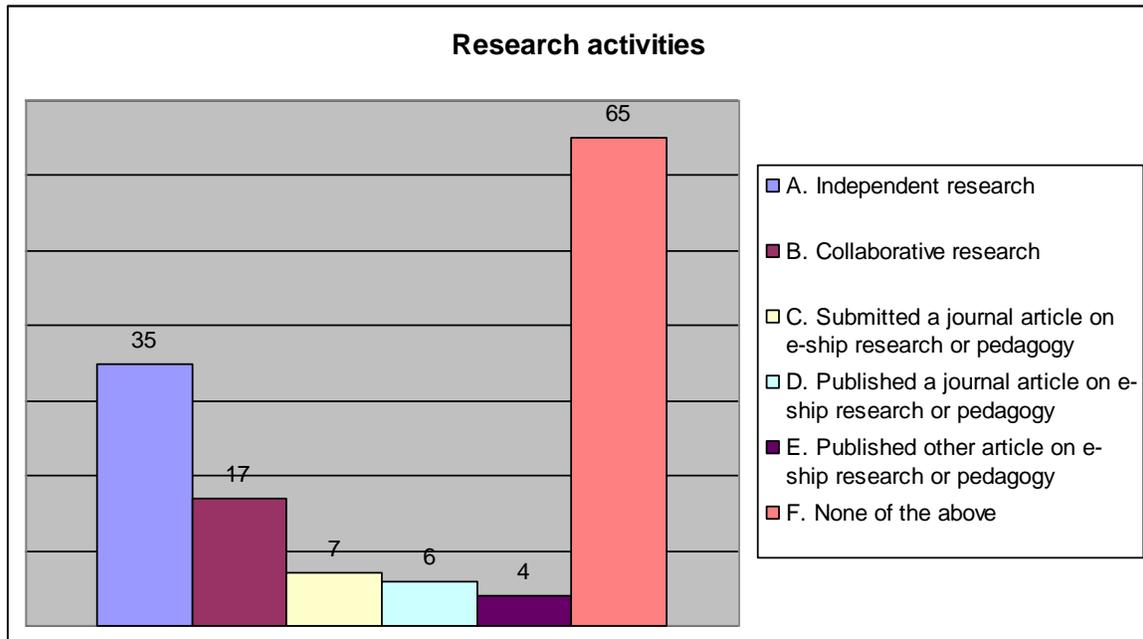


The results indicate that more than half of the respondents were not actively involved in research in the last year as a result of their NACCE involvement. This finding may be related to the high proportion of administrators in the sample. In addition, because these respondents are from 2-year schools, less emphasis

is placed on research as part of their role at the college. Respondents who were actively involved in research due to their NACCE involvement were twice as likely to conduct independent research as collaborative research.

**13. How many studies have you undertaken in the last year?**

| # of studies | N respondents |
|---|---|
| None | 37 |
| One | 10 |
| Two | 1 |
| Three-Four | 1 |
| Five | 1 |
| Ten | 1 |
| Numerous | 1 |
| N/A | 45 |

Of those respondents who were actively engaged in research in the last year, most were engaged in five or fewer studies.

**What was the specific focus?**

Topics researched by members included the following, demonstrating a broad focus on teaching, curriculum, training, articulation, outreach, evaluation, networking, and collaboration:

- Providing entrepreneurship training to people with disabilities
- Lifelong learning for adults age 50+
- Fieldwork study on the community
- Rural entrepreneurship and community colleges
- Learning studios as opposed to classrooms; smart rooms
- Aligned our entrepreneurship curriculum with the K-12's in our area community
- Creative arts entrepreneurship program development
- Curricula development
- Entrepreneurship across the curriculum
- Establishing a Community Center for Entrepreneurship and developing a Certificate, AA & AS Degree in Entrepreneurship
- Focus groups for developing Global Business Development Center.  Focus groups for Academic Quality Improvement Program
- Microfinance
- Networking Events for Entrepreneurs, Artisan Marketplace, First Monday Sessions
- NFTE, E-ship certificate
- Trades Entrepreneurship
- Gerontology
- Cross campus collaboration
- Capstone class for all of our student to take before leaving MCC
- Survey of service area (three counties) entrepreneurs regarding their needs for networking and training.  Very small study with limited scope.
- Innovation led economic development
- Expand the business programs to include an entrepreneurial track; and, looking into creating an Entrepreneurial Center at the college
- Plan to offer 30+ free entrepreneur Lunch and Learn seminars this year.
- Studied how involvement with community businesses/organizations can effectively aid our students with real-life experiences, scholarships and internships.
- Tracking a host of quantitative data and are working now toward outcomes-based evaluation of our programs, including the progression of students that start (idea to plan to start-up to growth).

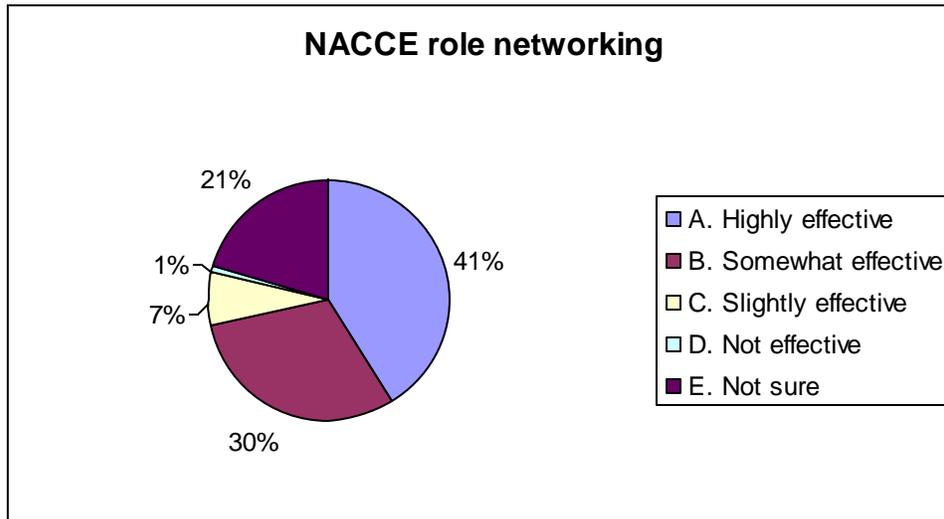**14. How many articles have you published in the last year?**

While most respondents answered none (45) or not applicable (44), small numbers of respondents published one or more articles or presented at conferences or meetings and a few were actively publishing articles.

| # articles | N respondents |
|---|---|
| 1 | 6 |
| 2 | 2 |
| 3 | 2 |
| 4 | 1 |
| 6 | 1 |
| 10 | 1 |
| 18 | 1 |
| In progress | 1 |
| Presentations | 2 |

**In which journals or publications?** Respondents reported having published in the following publications:
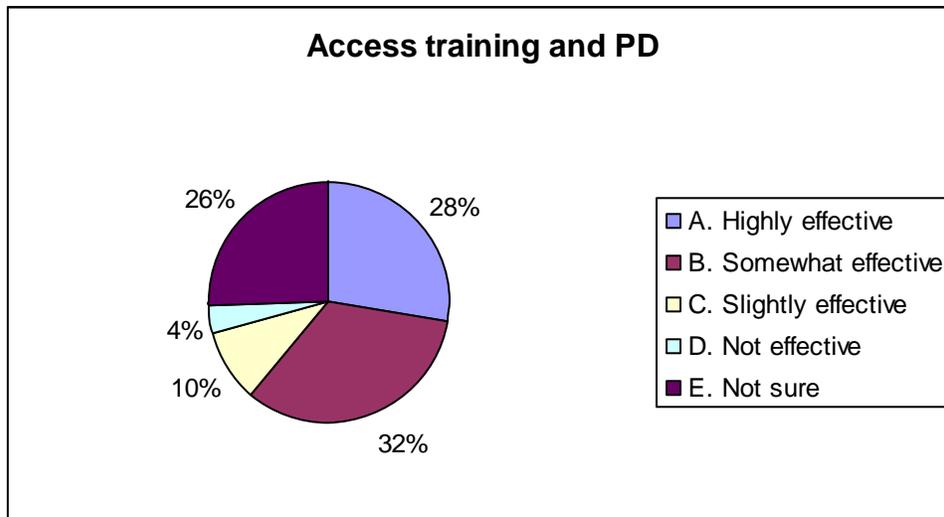
- Academy of International Business Proceedings
- Community College Entrepreneur
- Delta Business Journal
- Journal of Research on Technology in Education
- Local newspapers
- Midwest Academy of Management
- Online publication
- Point Innovation Magazine
- TC Business Journal
- Volusia County Florida Transportation Study

**15. NACCE's role in promoting and increasing networking among institutions teaching e-ship education is:**

### NACCE role networking



21%
1%
7%
41%
30%

Legend:
- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure

While 71% of respondents thought that NACCE's role in promoting and increasing networking was *highly* or *somewhat effective*, 21% of respondents were not sure. This finding reflects the need to promote and/or provide more networking opportunities for members.

**16. NACCE's efforts in increasing access to training and other professional development opportunities are:**

### Access training and PD



26%
28%
4%
10%
32%

Legend:
- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
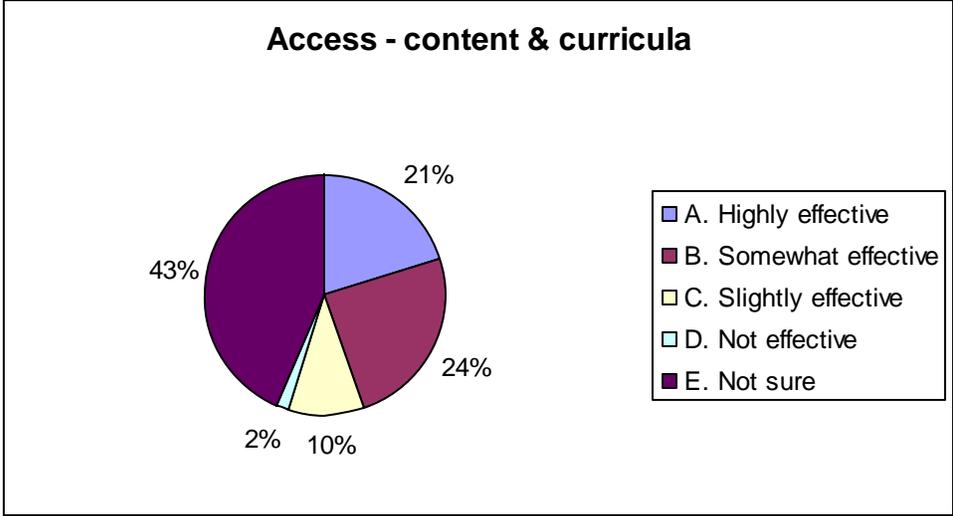- D. Not effective
- E. Not sure

Although 60% of respondents found NACCE to be *highly* to *somewhat effective* in increasing access to training and professional development, 14% stated that NACCE's efforts were slightly to *not effective*, and more than a quarter were unsure. This finding reflects the need to promote and/or provide more access to training and professional development opportunities for members.

**17. How many training or professional development opportunities have you participated in as a result of NACCE announcements or referrals?**

**PD opportunities**



- 3%
- 3%
- 38%
- 56%

Legend:
- ☐ A. None
- ☐ B. 1-2/year
- ☐ C. 3-4/year
- ☐ D. 5 or more/year
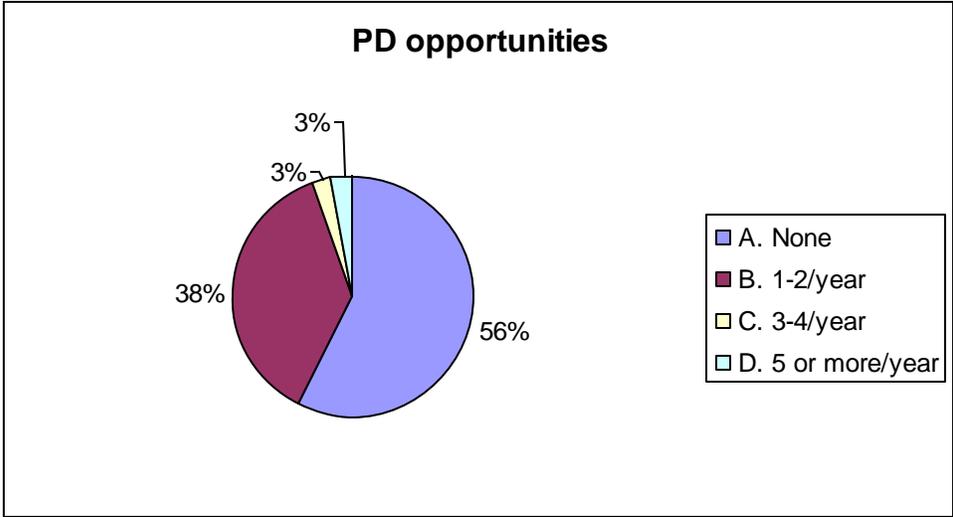
More than half of the respondents did not participate in any training or professional development opportunities as a result of NACCE announcements or referrals, and 38% participated in one or two. The results may be a reflection of the high proportion of administrators in the sample, and/or may indicate a need to increase dissemination and promotion of announcements for training and professional development.

**18. NACCE's role in providing access to vetted content and curriculum resource kits to support member educational activities at their respective colleges is:**

**Access - content & curricula**



- 21%
- 24%
- 10%
- 2%
- 43%

Legend:
- ☐ A. Highly effective
- ☐ B. Somewhat effective
- ☐ C. Slightly effective
- ☐ D. Not effective
- ☐ E. Not sure

While 45% of respondents rated access to vetted content and curriculum resource kits as *highly* to *somewhat effective*, 43% were unable to answer the question. This finding indicates a need to increase NACCE efforts to promote and provide access to vetted materials to members.

**19. Has your college incorporated NACCE-vetted curricula and materials into its educational programs?**



Incorporated curricula & materials

13% | 16%
33%
38%

☐ A. Yes
☐ B. Not yet
☐ C. No
☐ D. Not sure
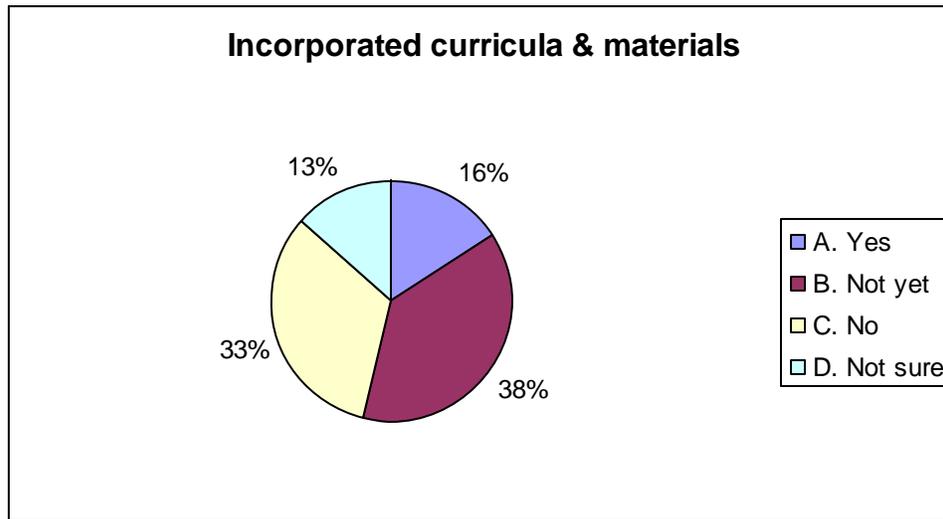
While only 16% of respondents report their college has incorporated NACCE-vetted curricula and materials, 38% indicated that their college may do so. The large proportion of respondents answering no or not sure indicates a need to promote the availability of curricula and materials and technical assistance to support their incorporation into educational programs.

**20. How has access to NACCE materials and curriculum affected educational offerings at your institution?** The small number of respondents whose colleges have incorporated NACCE materials and curriculum reported the following benefits:

- Solidified curriculum and delivery options
- I am not certain that it, in of itself, has affected offerings, but students relate well to the materials. We are always educating students, faculty, and staff about NACCE and its wealth of assistance to entrepreneur education.
- I don't believe we have accessed them. I'm not sure if we are even aware of them!
- I found a good resource via NACCE
- Improved our reach across our vast geographic area with blended learning opportunities
- In Arkansas we are in the process of having a technical certificate in entrepreneurship approved and an entrepreneurial option within our AAS in Business. This effort has been lead by Northwest Arkansas CC and Arkansas State University-Beebe is participating.
- Informational
- It allowed us to get the program up and running much sooner then if we had to create the program. This current program is still taking place and we have completely evolved the curricula.
- It has helped speed up the process of getting materials to the students in the classrooms.
- It may help me with planning -- have not accessed yet
- My college likes to hear it from a source outside the institution. NACCE is that source.
- NACCE information is used by instructors in the courses offered.
  Opened up opportunity to incorporate new courses into my college's course offerings.
- Planning
- Provide a good framework
- The access has been a part of the comparative analysis used to develop the curriculum.
- They have provided a higher level of content, quality, and integrity than we could have obtained alone.

- Through NACCE we learned of PEV, which we are using in a business planning series for business owners and prospective business owners in our region.
- use PEV from Kauffman Foundation
- used in the development of E training
- Using Kauffman materials.
- Utilized information in the Journals.
- We are just beginning serious efforts to investigate the options.
- We are starting to implement and entrepreneurship program in our business department as well as in some of the disciplines. We are using the Kauffman New Entrepreneurial Ventures program (40-hr lecture/online) format with great success and high level of interest from students. It's a cornerstone course for us in non-credit. We have also introduced it to the curriculum (credit) area and they intend to use some of it in their E-ship course.

**21. In how many courses is the curriculum being used?**

| # Classes | N respondents | # Classes | N respondents |
|-----------|---------------|-----------|---------------|
| 0 | 8 | 5 | 1 |
| 1 | 5 | 6 | 3 |
| 2 | 3 | 7 | 1 |
| 3 | 2 | 12 | 2 |

The responses indicate that in most of the institutions in which the members reported use of NACCE curricula, the curriculum is used in between 1-3 courses, including:

- BUS 110 Principals of E-ship
- Business Plan Writing
- Capstone:  Fast Trac, Planning and Growing a Business
- Continuing Ed course PEV
- Credit-free
- For credit
- For now just the business department and the EDI - but in the future in other areas. Introduction to Entrepreneurship
- I am going to use Planning the Entrepreneurial Venture to prepare students for MBA studies
- In progress for the fall
- May help in my developing five new classes for phase one urban entrepreneurship creativity and innovation
- Modified for BUS 139 Entrepreneurship I
- New Ventures - PEV (non-credit)
- PEV
- PEV this fall.
- SBM2000
- There are six courses that make up the certificate program in Entrepreneurship.  There are six courses that are pre-requisite to the certificate courses. They are all being reviewed with Certificate, AA & AS Degree in Entrepreneurship in mind.
  We are beginning to infuse entrepreneurial activities across the College curriculum.
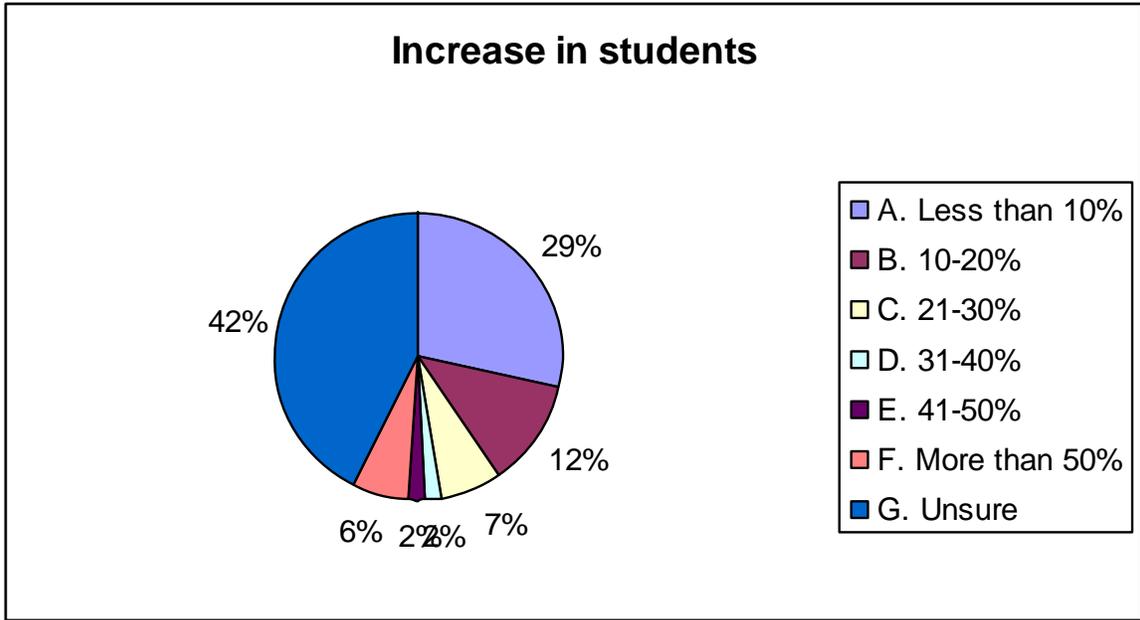- We have six courses and I would suggest it is used in all of them.

**22. How has access to NACCE materials and curriculum influenced how you or others at your institution teach entrepreneurship?**

Responses were mostly positive, and included the following**:**
- A positive, worthwhile influence.
- Allow us easy access to credible and effective materials which we found through early association with NACCE.

- Our state is highly resistant to moving into entrepreneurship directly. They are weak on encouraging entrepreneurialism. The modest efforts of mailings into the community result in almost no penetration in the largest school districts status quo. It shows in the fact that most students have low expectations from community colleges.
- Discussions
- Helped us not start from the beginning
- Helped us to recognize our strengths and to see where others have made adjustments and if we could apply those to our own situation.
- I am using several materials discovered through NACCE, however I do not know whether they are considered "vetted" by NACCE or not.
- I have two members of the business faculty as members under our institutional membership.
- Increased scope of offerings.
- Informational
- Institution as a whole has been slow in moving forward with entrepreneurship programs. Our Center for Enterprise is pushing forward with many programs that are outside of the "traditional" college realm.
- Made the search process easier.
- The materials help others realize the importance of entrepreneurship, particularly in rural areas
- Much more focused
- Opened up new opportunities
- Positive impact.
- Program at NACCE gave us solid footing to begin and grow this program
- Provides good materials to offer to academic side of the house
- Resources to instructors
- Significantly the "core" information resource for the courses ... Kauffman materials
- Teaching module for non business students
- They are more actively involved
- We are in the beginning stages of developing an online non-credit and an online credit course where NACCE materials will be used.
- We are in the process of setting up an entire entrepreneurship program along with our Entrepreneur Development Institute that was successfully started with grants from the Coleman Foundation.
- We have utilized information from some of the breakout sessions to help plan and implement workshops for entrepreneurs.
  Info from sessions has also been useful for research (i.e. Rhonda Abram's session)
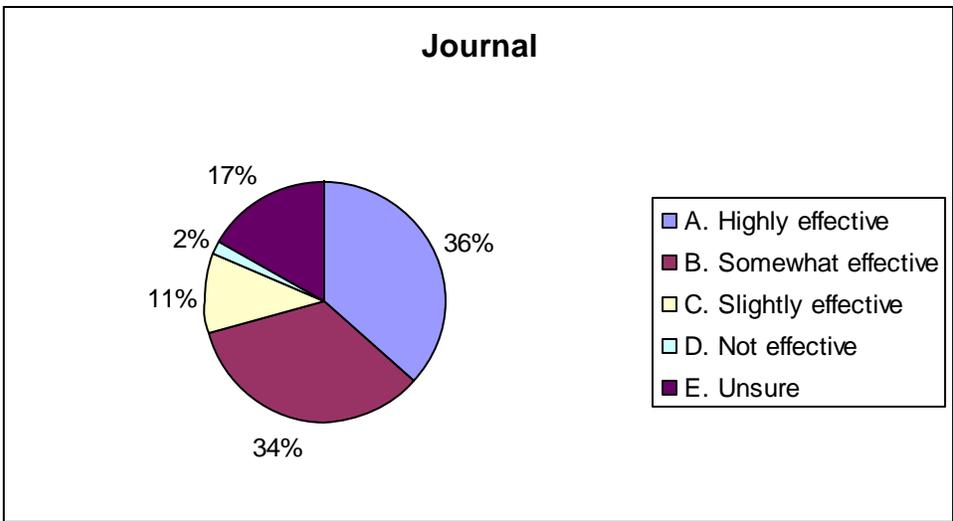- We see what other successful programs are doing!!!!!!!!!!!

**23. Please estimate the percentage increase in students taking classes and participating in entrepreneurial activities since your membership in NACCE.**

**Increase in students**

A. Less than 10%
B. 10-20%
C. 21-30%
D. 31-40%
E. 41-50%
F. More than 50%
G. Unsure

29%
12%
7%
2% 2%
6%
42%

While 42% of respondents were unsure about the increase in the percentage of students taking classes and participating in e-ship activities, the majority (58%) reported increases ranging from more than 50% down to less than 10%. NACCE membership appears to be associated with growing student involvement in entrepreneurial classes and activities.
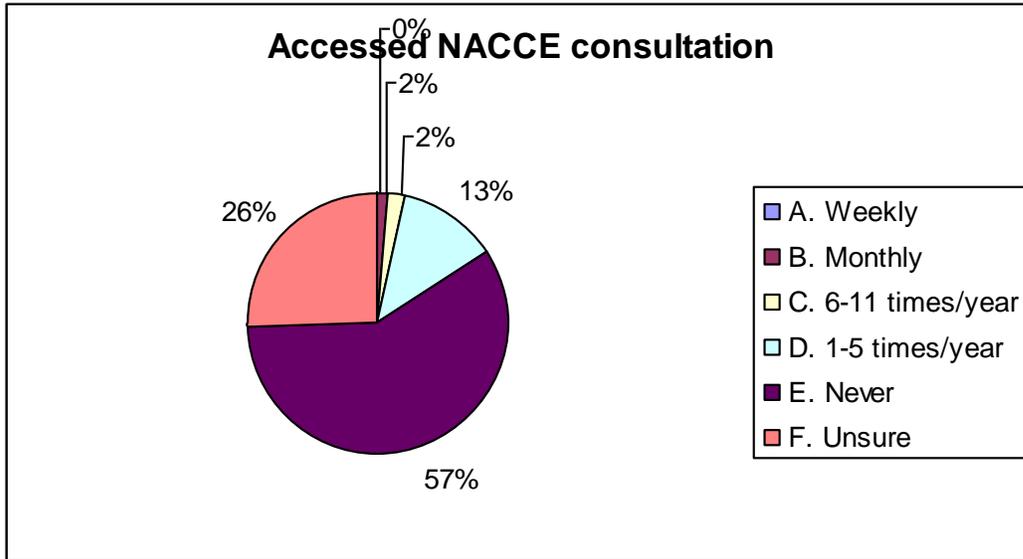
**The following questions pertain to NACCE's perceived effectiveness in multiple endeavors:**

**24. NACCE's quarterly journal, *Community College Entrepreneur*, role in supporting e-ship education is:**

**Journal**

A. Highly effective
B. Somewhat effective
C. Slightly effective
D. Not effective
E. Unsure

17%
2%
11%
36%
34%

While 70% rated the Journal as *highly* to *somewhat effective*, 13% rated it *slightly* to *not effecti*ve and 17% were unsure. Given that the Journal was rated in another question as the most valuable NACCE member benefit, this finding supports the need to focus additional funding and efforts on the Journal to improve its quality and perhaps frequency of publication.
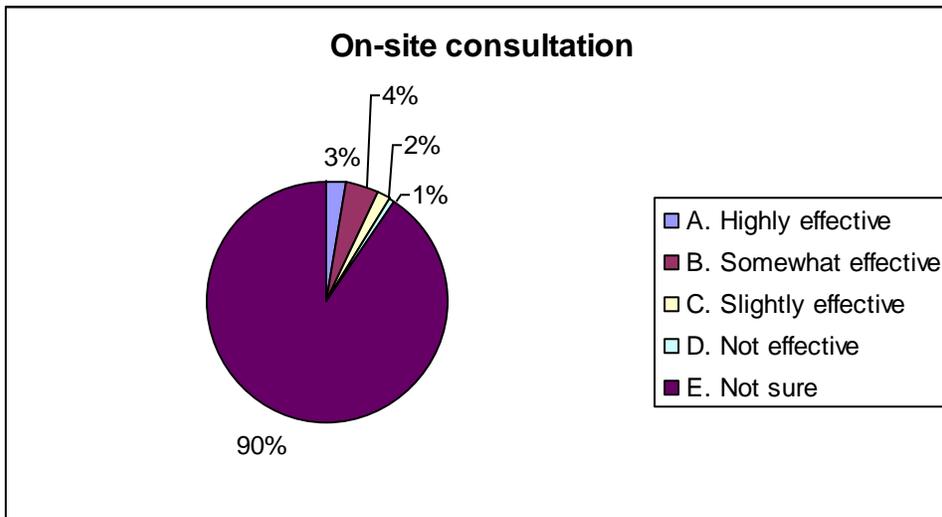
**25. How often have you or your institution accessed NACCE's consulting services?**

**Accessed NACCE consultation**

- 0%
- 2%
- 2%
- 13%
- 26%
- 57%

Legend:
- A. Weekly
- B. Monthly
- C. 6-11 times/year
- D. 1-5 times/year
- E. Never
- F. Unsure

The vast majority of respondents either never accessed NACCE consulting services or were unsure, indicating a need to begin promoting and providing these services as a member benefit. These services were rated as least valuable, largely because NACCE is beginning to provide this member benefit. **Respondents rated NACCE's effectiveness in the following areas:**

**26. Providing on-site consultation.**

**On-site consultation**

- 4%
- 3%
- 2%
- 1%
- 90%

Legend:
- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure

Consistent to the response to Question 25, most respondents were not sure how to answer this question.

**27. Reducing or eliminating barriers and challenges to providing entrepreneurial education.**

**Addressing barriers**
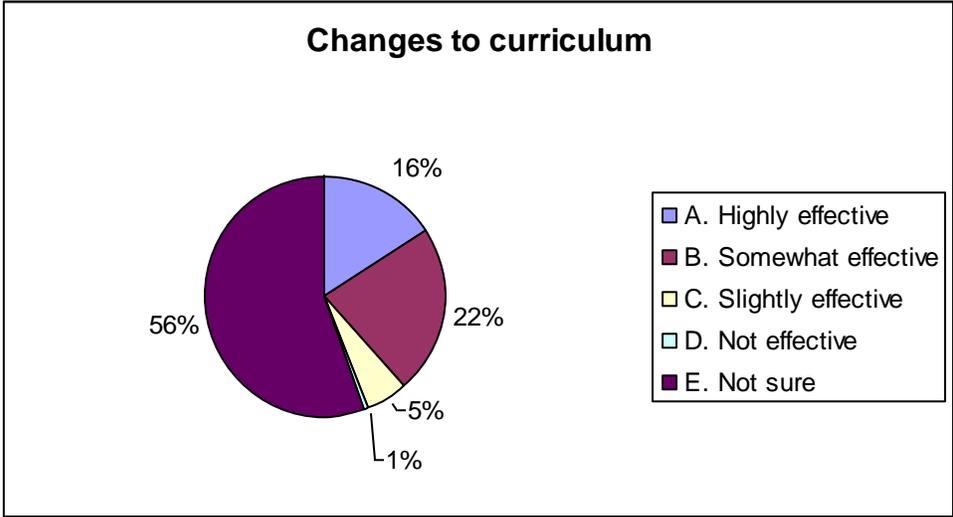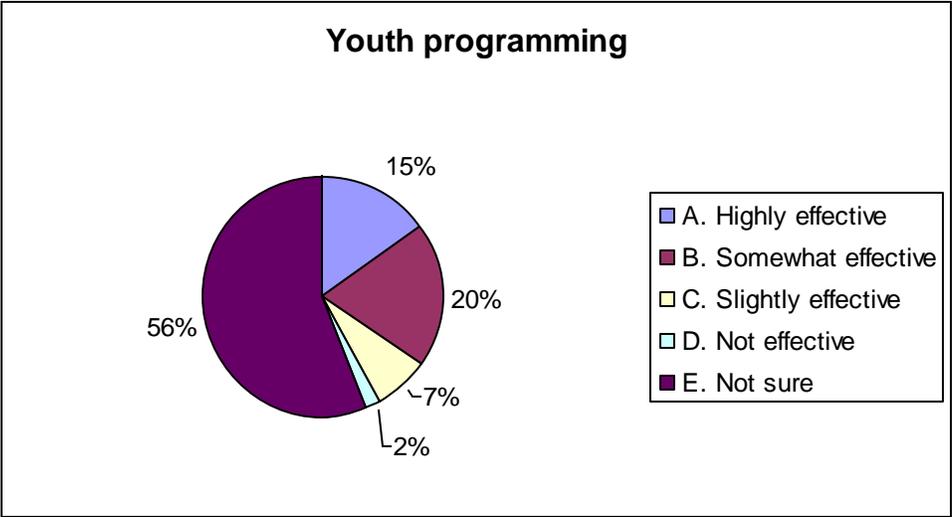
18%

22%

10%

1%

49%

- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure
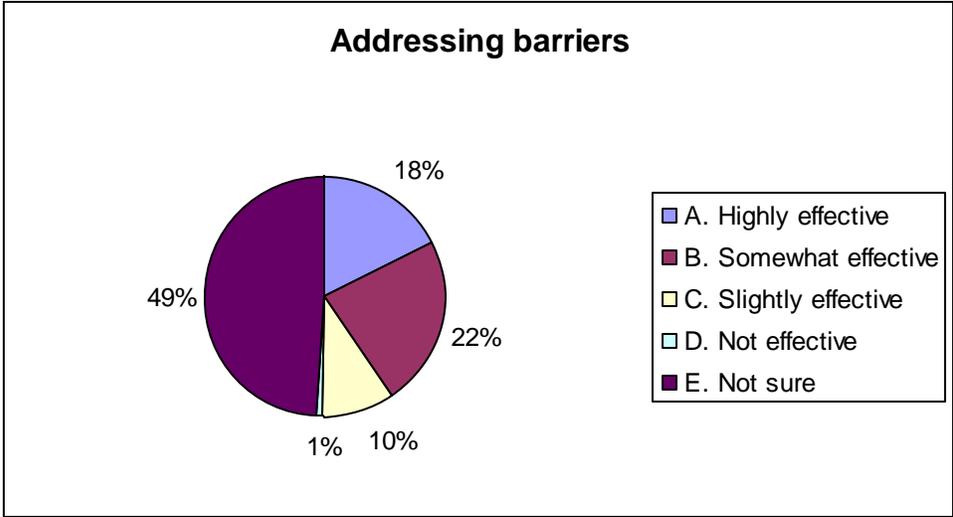
While 40% of respondents rated NACCE's efforts in reducing or eliminating barriers and challenges as *highly* to *somewhat effective*, almost half were not sure how to respond. Given that this is a major focus and opportunity for NACCE, future efforts should focus on assessing barriers and challenges and how to help NACCE members address them at their given institution.

**28. Supporting changes/additions to curriculum.**

**Changes to curriculum**

16%

22%

5%

1%

56%

- A. Highly effective
- B. Somewhat effective
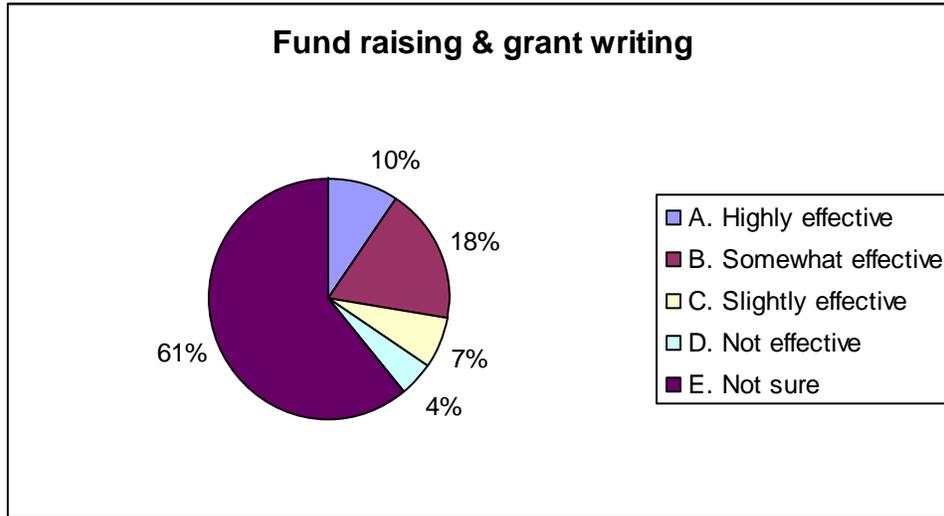- C. Slightly effective
- D. Not effective
- E. Not sure

Again, the majority of respondents were not sure about NACCE's effectiveness in supporting changes/additions to curriculum, although 38% rated it as *highly* to *somewhat effective*. This finding supports the need to increase NACCE efforts in this area.

**29. Supporting development of youth programming in e-ship.**

**Youth programming**



Legend:
- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure

15%
20%
7%
2%
56%

These findings are consistent with similar findings for other NACCE efforts, indicating the need to increase efforts and promotion in this area.

**30. Supporting fund raising and grant writing.**

**Fund raising & grant writing**

| Legend |
|--------|
| A. Highly effective |
| B. Somewhat effective |
| C. Slightly effective |
| D. Not effective |
| E. Not sure |

10%
18%
7%
4%
61%

The results are consistent with the above questions, again supporting the need to increase efforts and promotion in this area.

**31. Supporting student business incubation.**

**Student business incubation**

16%

56%

20%

4%

4%

- ☐ A. Highly effective
- ■ B. Somewhat effective
- ☐ C. Slightly effective
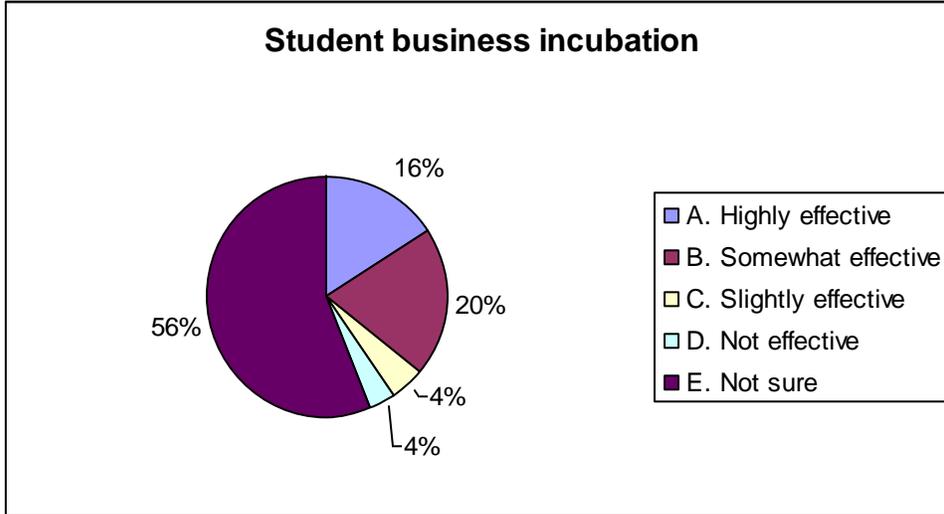- ☐ D. Not effective
- ■ E. Not sure

These findings are consistent with similar findings for other NACCE efforts, indicating the need to increase efforts and promotion in this area.

**32. Supporting development of articulation agreements.**

**Articulation agreements**

8%

14%

4%

5%

69%

- ☐ A. Highly effective
- ■ B. Somewhat effective
- ☐ C. Slightly effective
- ☐ D. Not effective
- ■ E. Not sure

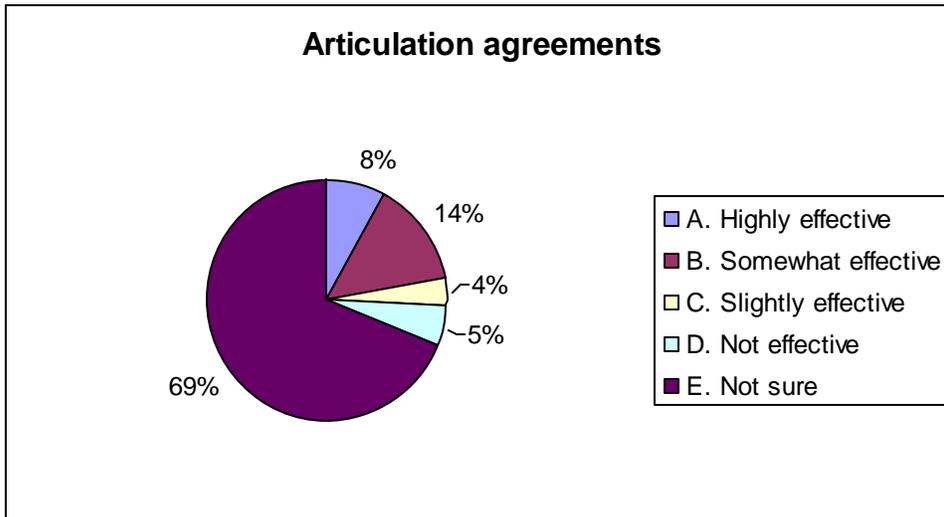The results are consistent with the above questions, again supporting the need to increase efforts and promotion in this area.

**33. Supporting infusion of e-ship across the campus.**

### Infusing e-ship

16%

46%

26%

4%    8%

- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
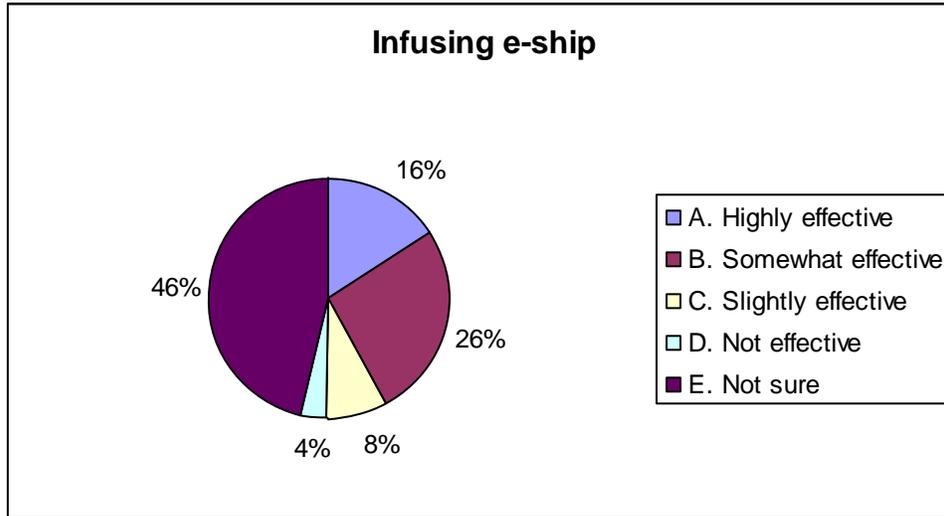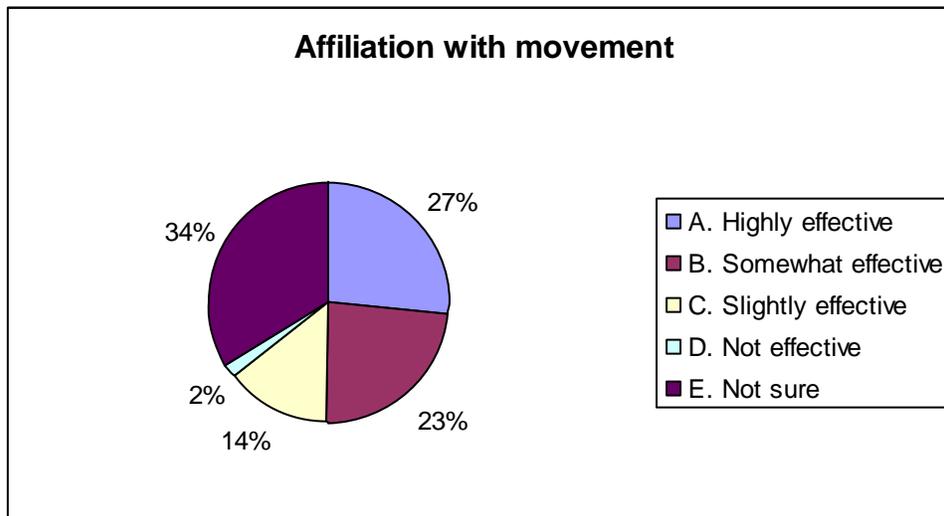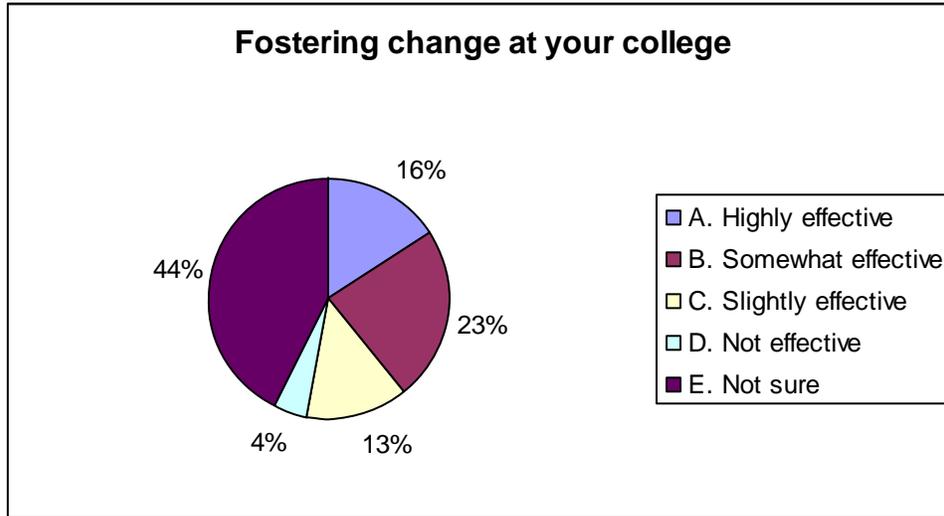- D. Not effective
- E. Not sure

These findings are consistent with similar findings for other NACCE efforts, indicating the need to increase efforts and promotion in this area.

**34. Providing an affiliation with a movement to foster change in how community colleges interact with both students and the wider community.**

### Affiliation with movement

27%

34%

2%

14%    23%

- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure

Half of the respondents rated NACCE's efforts as *highly* to *somewhat effective*, with more than a quarter answering *highly effective*. The responses of 14% that NACCE's efforts were *slightly effective* and 2% that NACCE was *not effective* supports the need to provide increased opportunities for collaboration and networking to foster change.
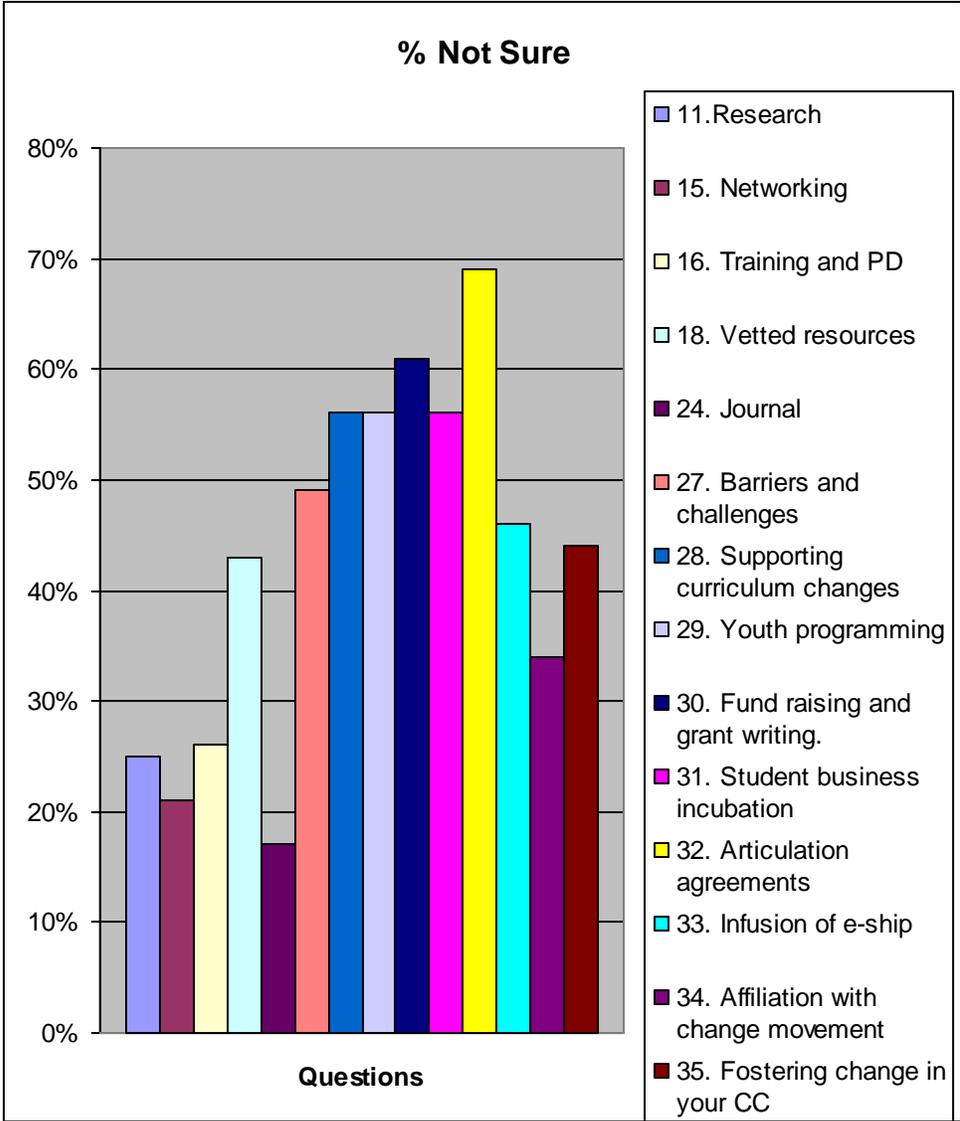
**35. Fostering such change in your community college.**

**Fostering change at your college**



Legend:
- A. Highly effective
- B. Somewhat effective
- C. Slightly effective
- D. Not effective
- E. Not sure

Pie chart values: 16%, 23%, 13%, 4%, 44%

Only 39% of respondents indicated that NACCE's efforts at fostering change at their college were *highly* to *somewhat effective*, with 44% saying they were not sure. This finding may perhaps be attributable to barriers to change or change efforts that already took place at the individual colleges, or may indicate that NACCE needs to increase outreach, TA, and on-site consultation to address barriers and support needed change.

**Comment: Respondents' inability to rate NACCE's effectiveness.**

The range of *not sure* responses on the effectiveness of NACCE's efforts in questions pertaining to multiple areas indicates that large numbers of respondents are unsure how to answer. This finding may be due to lack of familiarity with NACCE efforts or insufficient familiarity in order to rate their effectiveness. The numbers of respondents answering not sure for these questions is presented below in chart and tabular form. These results support the need to implement or increase efforts and promotion of availability of assistance in these areas.

**% Not Sure**

Legend:
- 11. Research
- 15. Networking
- 16. Training and PD
- 18. Vetted resources
- 24. Journal
- 27. Barriers and challenges
- 28. Supporting curriculum changes
- 29. Youth programming
- 30. Fund raising and grant writing.
- 31. Student business incubation
- 32. Articulation agreements
- 33. Infusion of e-ship
- 34. Affiliation with change movement
- 35. Fostering change in your CC

Questions

| Question on rating effectiveness of NACCE efforts | % not sure |
|---|---|
| 11. Supporting research | 25% |
| 15. Promoting/increasing networking | 21% |
| 16. Increasing access to training and other PD opportunities | 26% |
| 18. Providing access to vetted content and curriculum resource kits | 43% |
| 24. Role of NACCE journal in supporting e-ship education | 17% |
| 27. Reducing or eliminating barriers and challenges to providing entrepreneurial education. | 49% |
| 28. Supporting changes/additions to curriculum. | 56% |
| 29. Supporting development of youth programming in e-ship. | 56% |
| 30. Supporting fund raising and grant writing. | 61% |
| 31. Supporting student business incubation | 56% |
| 32. Supporting development of articulation agreements | 69% |
| 33. Supporting infusion of e-ship across the campus | 46% |
| 34. Providing an affiliation with a movement to foster change in how community colleges interact with both students and the wider community | 34% |
| 35. Fostering such change in your community college | 44% |

**ADDENDUM** - Survey Follow-up Questions

In order to explore some of the survey results, NACCE created five open-ended questions that were emailed to survey respondents who had indicated their willingness to participate in follow-up interviews. To date, the following responses have been received. Each bullet represents a different response to each question. Additional responses to the open-ended questions will be incorporated to the addendum upon receipt.

**Question 1:** How can NACCE improve the value of consultation and technical assistance and symposia?

*Consultation and technical assistance*

- By making members more aware of consultation and TA and what it entails.
- From the vantage point of my current and previous employers (both two year colleges) it would be helpful to have more direct information/liaison/resources about how a college with nothing can get started developing entrepreneurship training, etc. I know resources and assistance is there, but something like a Getting E-Ship Education Started from Scratch course would be good.

*Symposia*

- By making members more aware of the symposia and what it entails.

**Question 2:** The majority of respondents have not engaged in research activities as a result of their involvement with NACCE. How could NACCE improve support for research? Or is this due to factors external to NACCE, such as a lack of time, interest, resources, know-how?

- I feel that external factors play a major role; many of us are overloaded at our jobs or may be engaged in other forms of research. Making this service more known should help.

- The research component needs to be emphasized. Perhaps NACCE could help with this through seeking partnerships/collaborators from public or private sectors/corporate partners and/or senior colleges and universities. An E-Ship Research 101 Workshop or Internet course would be a good way to share the ideas, training, and opportunities for research and sharing research findings.

**Question 3:** How could NACCE increase awareness of NACCE activities, NACCE-vetted curriculum, professional development, and information dissemination?

Promote all of these services and activities more, use email marketing more. Another key is cost and availability.

- An email blast that states "did you know................" For example, did you know that NACCE provides curriculum assistance....you can access the information by.......................

**Question 4:** What member services or programs not currently offered by NACCE would you like to see become available?

- More regional type professional development around the country.

- Perhaps a way for a member institution to extend a "guest" subscription (limited time basis) to share access with bankers, etc., in our service areas so that they can get more aware of the value of NACCE.

**Question 5:** Any additional comments you believe will provide valuable insights to NACCE?

- NACCE is doing a very good job.